

# HIV/AIDS: RIGHTS & RESPONSIBILITIES

## GRADE 8, LESSON #24

### Time Needed

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50 minutes (Some teachers will choose to do this lesson in 2 days.)

### Student Learning Objectives

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The student will be able to...

1. Problem-solve scenarios that they or their friends may encounter, using factual information rather than myths or stereotypes.
2. Explore their beliefs about the rights and responsibilities of people with HIV and listen to the opinions of others.
3. Apply the concept that HIV/AIDS is only spread through certain behaviors.
4. Identify abstinence as the safest protection from HIV and also explain the steps for correct condom use.

### Agenda

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1. Set the stage. (2 minutes)
2. Use situation sheets in small groups to practice applying knowledge, solving problems, and identifying feelings around the issue of HIV. (7 minutes)
3. Discuss situation sheets as a whole class and summarize the activity. (18 minutes - 3 minutes per group)
4. Use the KNOW curriculum's Correct Condom Use activity or alternative KNOW activities. (20 minutes)
5. Close the lesson. (2 minutes)
6. Assign homework. (1 minute)

**Note:** The teacher's script is indicated by italics. This script is meant to be a guide for teachers who might find it helpful.

## Materials Needed

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**Classroom Materials:** (1 per class)

- Situation sheets: #1 *The Elementary School Teacher*, #2 *The Rumor*, #3 *The Basketball Player*, #4 *Kindergarten*, #5 *Discrimination*, #6 *Being a Friend*
- Eleven condom cards (from *Sequence to Correct Condom Use*)
- Several types of condoms
- Lubricant
- Scotch tape

**Student Materials:** (1 per student)

- Individual homework: *Get Creative*
- Family homework: *Public Attitudes Towards HIV/AIDS*
- Family homework: *Family Homework Letter & Confirmation Slip*

## Preparation

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- If you do not feel comfortable with the Correct Condom Use activity, it is important that arrangements be made with the school nurse, someone from your county health department, or another health educator to present the information.
- Using the *Sequence to Correct Condom Use*, make a set of condom cards with each step of condom use on a different card. Make several sets if you choose one of the other options for this activity.
- Practice condom use demonstration.

## Resources

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### Background Reading:

- HIV/AIDS: [Background Information for Educators](#)
- How to answer difficult questions: [Answering Difficult Questions](#)
- How to answer questions about controversial issues: [Values Question Protocol](#)
- The correct use of condoms and dental dams: [Effective Condom Use](#)

### Websites:

- Health Educators Toolbox <http://www.metrokc.gov/health/apu/healthed>, (Public Health – Seattle & King County [PHSKC])
- HIV/AIDS Program <http://www.metrokc.gov/health/apu> (PHSKC)
- Family Planning Program <http://www.metrokc.gov/health/famplan> (PHSKC)

### Phone Numbers:

- HIV/STD Hotline: (206) 205-7837 or (800) 678-1595 (PHSKC)
- HIV/STD Hotline: (800) 342-AIDS (Centers for Disease Control and Prevention)
- Sex Information Line: (206) 328-7711 or (888) 307-9275 (Planned Parenthood of Western Washington)
- Your local Public Health Department

## Activities

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### 1. Set the stage. (2 minutes)

*We studied HIV yesterday. Does anybody have any questions you thought of over night?*

*OK, I'm confident that you all know that HIV is spread through specific behaviors, not because of the type of person someone is. Today, we're going to talk about real-life situations and some different ways of handling them.*

### 2. Use situation sheets in small groups to practice applying knowledge, solving problems, and identifying feelings around the issue of HIV. (7 minutes)

*Now let's practice using the information we've learned during the HIV Unit to talk about some real-life situations.*

Divide the class into 6 groups. It is important to assign groups rather than forcing students to choose or be chosen. Give each group a situation sheet and allow them to talk for 5 minutes about the discussion questions on their sheet. They should try to reach some consensus but all opinions can be presented.

### 3. Discuss situation sheets as a whole class and summarize the activity. (18 minutes)

Have a representative from each group present the findings (in 2-3 minutes per group). If time allows, solicit comments from the whole class. During the class discussion, be sure to distinguish between opinions based on facts versus myths and stereotypes.

Situation #6 will have led the class to conclude that condoms break mostly when they aren't used properly. If they don't conclude that on their own, you can contribute that fact.

### 4. Use the KNOW curriculum's "Correct Condom Use" activity or alternative KNOW activities.<sup>1</sup> (20 minutes)

a. Discuss the role of condoms in the prevention of most STD's.

- *Not having sexual intercourse (abstaining from sex) is the most effective way to avoid STD's including HIV. Most teens are not having sex and waiting is a good choice for them.*
- *At some time in their lives most people will choose to have sex and will want to protect themselves from STD's and pregnancy.*

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<sup>1</sup> Reprinted and adapted from KNOW with permission of the Office of the Superintendent of Public Instruction (OSPI).

- *Although latex condoms cannot provide 100 percent protection, if used properly and every time, they can significantly reduce a person's risk of STD's, HIV and pregnancy.*
  - *Understanding proper condom use is very important in providing that protection.*
  - *Some couples who use condoms to prevent pregnancy still become pregnant. This most commonly happens because the condoms were not used every time or the couples were not given instructions on how to use them properly.*
- b. Randomly tape the eleven cards (one card for each step of condom use) in the front of the classroom.
- c. Select five volunteers to arrange the cards in the correct order.
- d. When they are finished, allow the class to give feedback until they think the order is correct.
- e. Read each card and explain each step. For teacher reference material, see [Correct Condom Use](#).

**Alternatives to Agenda Item #4:**

- Have two sets of cards placed in different parts of the room. Have two groups arrange them in order and compare.
- Distribute a set of cards to each cooperative group. Have each group arrange them in order then compare them with the other groups.

**5. Close the lesson. (2 minutes)**

*What I hope you remember from today is – you can't tell from looking at a person if they have HIV and HIV does not discriminate. It does not prefer certain types of people. It can infect males or females, babies, kids, teenagers, or adults. It affects people from all races and ethnic groups, whether they are gay or straight. Anyone can catch HIV if they take risks:*

*Women can catch it from men,  
Women from women,  
Men from men,  
Men from women.*

***The virus does not spread because you are a certain type of person; it spreads through certain types of behavior: sex without correct condom use, sharing of needles, or from mother to baby.***

*You've done a great job this period. In the future, you'll probably face situations involving people with HIV and friends who are taking risks...just like the ones we discussed in class today and many others. When you're trying to figure out how to handle these situations, I hope you'll take into account all the information you have about HIV.*

**6. Assign homework. (1 minute)**

Individual Homework: *Get Creative*

- Write a song, poem, story or rap about HIV.

Family Homework: *Public Attitudes Towards HIV/AIDS*

- Students who do the family homework will also need to take home the *article “Eileen: A Woman with AIDS”* and *Family Homework Letter & Confirmation Slip*.

## A note about Family Homework:

It is the philosophy of the FLASH curriculum to encourage family communication. This is why every topic (although not every single lesson) includes a Family Homework Exercise. These exercises usually focus more on feelings and values than on content, although some involve reviewing that day's learning. The child does NOT report back on the content of those conversations. Instead, he or she returns a Family Homework Confirmation Slip, signed by the child and whatever adult has completed the exercise with the child. This may be a parent or guardian, a grandparent or aunt or uncle, a partner or friend of the parent or guardian, a family counselor, someone from the child's community of worship, or whomever else the child identifies as “family.”

It is not our intention, however, to penalize young people who cannot do Family Homework. There may be many reasons. Perhaps a particular issue is too sensitive and either the child or the family prefers not to discuss it. Perhaps the parent(s) or guardian(s) work evenings, care for elderly relatives or for some other reason just can't make time to do homework together. Because some children cannot do Family Homework, we recommend that, whenever you assign FLASH homework, you always offer Individual Homework as an alternative through which a child could earn the same credit.